

Trash Monster Machine

Help Sofie create a new way for her friends to throw out their trash.



🕒 30–45 min. 📦 Beginner 🎓 Grades 3–5

Teacher Support

Key objectives

Students will:

- Explore the benefits of automated solutions
- Refine a prototype as part of a cyclical design process
- Engage effectively in a range of collaborative discussions

Things you will need

(one for every two students)

- LEGO® Education SPIKE™ Essential Set
- Device with the LEGO® Education SPIKE™ App installed

Additional resources

[Building instructions](#)

[Meet the Team: Minifigure Bios](#)

[Assessment Rubric](#)

Educational standards

- CSTA 1B-AP-13
- NGSS 3-5 ETS1-1
- ISTE 1.5d
- CCSS.ELA-LITERACY.SL.5.1

Language Arts Extension

- CCSS.ELA-LITERACY.W.5.9.B

Prepare

- Review the *Trash Monster Machine* lesson in the LEGO® Education SPIKE™ App.
- If necessary, pre-teach these related vocabulary words: *modify*, *parameter*, *react*, and *tedious*.
- Consider the abilities and backgrounds of all your students. Differentiate the lesson to make it accessible to everyone. See the *Differentiation* section below for suggestions.
- If time allows, plan and facilitate the language arts extension. See the *Extension* section below for more information.

Engage

(Whole Class, 5 Minutes)

- Facilitate a quick discussion about using an automated solution to complete a tedious task.
 - Talk with your students about throwing out trash at home or at school.
 - Ask questions, like: *How could you improve the trash can? What could you improve about how you throw out your trash?*
 - Introduce your students to the story's main characters and the first challenge: making the trash-eating monster react to the blue "trash."
 - Distribute a brick set and a device to each group.
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Explore

(Small Groups, 30 Minutes)

- Have your students use the LEGO® Education SPIKE™ App to guide them through their first challenge:
 - Create and test the program that makes the trash-eating monster react to the blue "trash."
 - Have your students iterate and test their models to complete the next two challenges in the app:
 - Upgrade the program to react to different-colored "trash."
 - Design your own improved trash-eating monster.
 - You can find coding and building support in the *Tips* section below.
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Explain

(Whole Class, 5 Minutes)

- Gather your students together to reflect on their completed challenges.
- Ask questions, like: *How did you program Sofie's trash-eating monster to react to the different-colored "trash?" How did you upgrade Sofie's trash-eating monster?*

Elaborate

(Whole Class, 5 Minutes)

- Prompt your students to discuss and reflect on the process of automating a prototype to complete a tedious task.
 - Ask questions, like: *Why do you think it's beneficial to have a robot repeat a tedious task? What else could you automate to make it more interesting?*
 - Have your students clean up their workstations.
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Evaluate

(Ongoing Throughout the Lesson)

- Ask guiding questions to encourage your students to "think aloud" and explain their thought processes and reasoning in the decisions they've made while building and programming.

Observation Checklist

- Measure your students' proficiency in creating and refining an automated solution.
- Create a scale that matches your needs. For example:
 1. Needs additional support
 2. Can work independently
 3. Can teach others

Self-Assessment

- Have each student choose the brick that they feel best represents their performance.
 - Yellow: I think I can create and refine an automated solution.
 - Blue: I can create and refine an automated solution.
 - Green: I can create and refine an automated solution, and I can help a friend do it too.

Peer-Feedback

- In their small groups, have your students discuss their experiences working together.
- Encourage them to use statements like these:
 - I liked it when you...

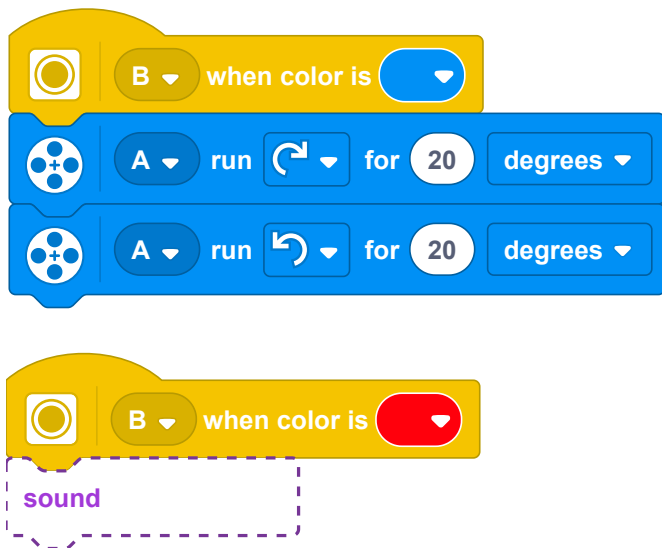
- I'd like to hear more about how you...

Tips

Coding Tip

- After your students complete their first challenge, they'll be provided with three Inspiration Coding Blocks to help them modify their programs.
- The Inspiration Coding Blocks are intended to spark their imaginations as they experiment to find their own solutions.

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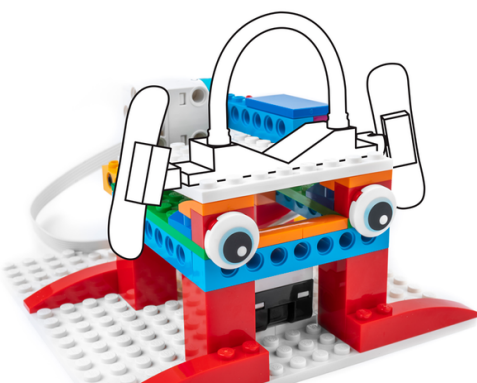
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Model Tip

- After your students complete their second challenge, they'll be provided with three Inspiration Images and an open-ended prompt for improving their models.
- The Inspiration Images are to help spark their imaginations as they experiment and personalize their models.

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There aren't any building instructions for this challenge.

Differentiation

Simplify this lesson by:

- Selecting one Inspiration Image to help your students personalize their models
- Experimenting with either the coding or the building

Increase the difficulty by:

- Programming four unique reactions for four different colors of bricks
 - Exploring new and different coding blocks in the program
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Extension

- Have your students conduct a short research project comparing how two different countries sort and dispose of their trash.

If facilitated, this will extend beyond the 45-minute lesson.

Language Arts: CCSS.ELA-LITERACY.W.5.9.B